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OUTLINE FOR GROUP DISCUSSION ON THE DESIGN  
AND USE OF VISUAL MATERIALS 1/

Training films

- What is their real purpose? (interest getters vs. specific instruction)  
How long should they be from the standpoint of the learner?  
Can they stand alone? (without slides, folders or discussion)  
Should they carry sound to be effective?  
How do workers react to training films?

Slides and slidefilms

- Under what conditions are they most useful?  
How many slides make a good grouping for one showing?  
What things can be shown best by slides?  
Is a syllabus for slidefilms more practical than legends which are made a part of the strip?

Instruction folders

- What about the various types? (illustrate with State publications)  
What evidence do we have of what workers get out of them?  
What type of workers do they fit best?  
When should they be used?

Job breakdown sheets

- Are they effective as "handouts" to workers?  
Should they be illustrated?  
Is their chief purpose with the grower or the worker?  
Do they help the specialist in organizing his material for instruction purposes?  
How much care should be given to presenting the "best" way in the preparation of job breakdown sheets?

Check sheets

- How are they being used?  
Do they have a place with the worker?

Posters

- Where can they be displayed most effectively?  
What type of message should they carry?

Exhibits

- How can they be used to reach the grower? the worker?  
What are the experiences in using exhibits during the rush period during the winter months?  
What style of exhibit is most practical?

Models

- What operations lend themselves to instruction by use of models?  
Are they effective in introducing new devices?  
What uses can be made of them, other than with instruction?

1/ Prepared by Labor Utilization Division, Extension Farm Labor Program, U.S.D.A., for use at Farm Work Simplification Research Workers' Conference, Purdue University, November 13-15, 1945.

## OUTLINE FOR DISCUSSION OF EXTENSION EXPERIENCE WITH JOB METHODS TRAINING

There are many ways to teach the principles of work simplification. As in all jobs, a decision must be made as to the "best" way to proceed under the conditions that exist. Here are some of the conditions which prevailed at the beginning of the war period.

1. The persons to be trained varied in their interest and background, and in the use that they planned to make of their training. Among agricultural workers there were administrators, specialists, county agents, local leaders, vocational teachers, agency representatives. Some common ground for teaching was desirable.
2. There were a large number of people to be reached in a short time. Instruction had to be specific and direct. Immediate application was necessary. There were few people qualified to give such training. An organized procedure, with standard materials and forms, was needed.
3. The job was to develop people,--so that they would feel differently toward work improvement; know more about the principles of work simplification; and learn how to analyze a job and improve the method of doing it. The usual obstacles to learning (natural resistance to change, lack of interest, failure to grasp, feeble concentration and poor memory) had to be overcome. The approach must recognize the principles of good instruction.

Job methods training (JMT) is a plan that will help you study your way of doing a job and work out a better and easier way to do it. It was accepted by the Federal office of the Extension Service as the best course to follow in meeting the above conditions. It has worked well as a training course for extension workers. During the war period the Federal office of the Extension Service has conducted 16 appreciation sessions, 40 10-hour courses and 8 institutes in JMT for extension workers in the States.

### Some Questions for Discussion

1. Is the procedure followed in JMT basically sound as a teaching device? (explanation - demonstration - practice - application)
2. What changes will make it more effective?
  - a. Should more emphasis be given to principles?
  - b. What kind of a job should be used for the demonstration?
  - c. Can the same approach be used with farmers, housekeepers, office workers, business men?
3. What are the problems in developing acceptable instructors from the rank and file through the medium of 1-week institutes?